uo Alikhan Bokeikhan University

Humanitarian Center faculty

Department of Pedagogy and Psychology

6B01101 - "PEDAGOGY AND PSYCHOLOGY"

CATALOG OF ELECTIVE COURSES

DISCIPLINES

Training area: 6In011 "Pedagogy and Psychology"

Year of admission-2024

Semey, 2024

Reviewed and approved at the meeting of the Educational and methodological Council of the Faculty of Physical Culture

Protocol no. __7_from "_27_"___01____ 2024 year

Chairman of the Faculty's UMS_____

Approved at the meeting of the University's Teaching and Methodological Council

protocol no. __3__ _ _ from "__29___"____01_____2024 year

Chairman of the UMS_____

Advisors: _____

Degree awarded: Bachelor of Education, specialty 6B01101 - "Pedagogy and Psychology"

Educational program: "Pedagogy and Psychology"

№ component of your choice	Name of the discipline or module	Number of credits	Prerequisites	Post-requests	Brief description with the purpose of the study, brief content and expected results of the study (knowledge, skills, abilities, competences)
BASIC DISCIPLINES					
Optional components (KV)					
1	Fundamentals of psychological competence	5			**The purpose of the study:** formation of readiness to resolve pedagogical situations when analyzing the phenomena of pedagogical interaction, to develop professionally important qualities and abilities

Short description content course information: This discipline considers the basicsy professionalouch personal values; characteristics of the specialist's personality, which introduces a system of scientific and theoretical knowledge in the field of psychology. Are disclosed modern and classical areas of psychology, professional ethics, communication |

| | | | Pedagogy | Psychology of communication | psychology with the main areas of psychological activity.

To know the main problems and key socio-psychological regularities of pedagogical activity : the basics of applying psychotechnologies aimed at revealing, implementing and developing the personality of a specialist, optimizing his relationships with students, colleagues, and parents;

Be able to: apply social and psychological knowledge in building your own professional behavior in pedagogical situations: improving emotional self-regulation skills* flexibly use their internal resources as ways to achieve success in their professional activities; * carry out emotional and cognitive reflection of various pedagogical situations.

Skills: methods, techniques and techniques of organizing the |
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					interaction of business entities aimed at developing their individuality;application of professional skills in psychological analysis and solving specific pedagogical situations; self-regulating learn ways of self-regulation. **Special competence**
	Psychological bases of activity	5			**To know:** psychologistsyu professional activity as a doctor of scienceat; communicativeyyy process in the professional sphere and its interactionse features of the organization and conduct of psychological support for professional activities; fundamentals of professional psychorehabilitation; types and features of manifestation of professional deformities of the personality,conditions of their overcoming; ways and conditions of preserving the mental health of employees in the process of professional activity. **Be able to:**
			Pedagogy	Psychology of cross-cultural communication	

2					practically apply the recommendations of modern psychological science to improve the effectiveness of interpersonal and group interaction, provide psychological support for professional development and development practice methods that prevent professional burnout and personality deformities. **Skills:** various forms, types, means and techniques of organizing professional activity and its research; skills in developing methodological and applied materials necessary for organization, structuring and evaluating the effectiveness of professional activities, conducting psychological observation and forecasting. **Special competence**
3	School Psychological Service	6			Goal studies: study of the practical activity of a psychologist in the educational sphere. Short description content course information: The study of this discipline is aimed

			Psychology	Production and teaching practice	at: forming knowledge base students have aboutb history of the formation and development of psychological services in Kazakhstan and abroad, psychological support roles services and activities of a psychologist in the education system, disclosedie contentsI main directions activities psychological service in the secondary education system, development ideas about the main areas of activity of a school psychologist. Expected results: To know: goals, objectives and activities of psychological services; history of the formation and development of psychological services in Kazakhstan and abroad; the role of the psychological service and the work of a psychologist in the education system; structure and types of psychological services; basic principles of a psychologist's activity; ethical requirements for a psychologist's activity;

					Be able to: apply the methods of psychology in the practical activities of a school teacher-psychologist; distinguish between the following types of activities: basic ideas about the main activities of a school psychologist to evaluate the effectiveness of the psychologist's work based on knowledge of the criteria for the effectiveness of professional activity; to determine the directions and forms of interaction between the school psychologist and the client in solving the problem. Skills: application of psychodiagnostic methods, selection of psychocorrective measures, conducting psychoprophylactic and educational activities, conducting consulting work of a psychologist. **Special competence**
	Psychological service in education	6				**Goal studies:** Psychological Service in Education " is the formation of readiness of future practical psychologists for professional activity. Course summary:

4			Psychology	Production and teaching practice	This discipline studies the history of development, current state and prospects of development of the social sphere; theoretical, methodological and organizational problems of the social sphere; considers psychological service in the social sphere as a result of the readiness of future practical psychologists for professional activity.

Expected results:

To know: history of development, current state and prospects of psychological service development; theoretical, methodological and organizational problems of psychological service in education; types and forms of work of a practical educational psychologist; functions of a psychologist; main areas of activity of a psychological service; theoretical foundations of a psychological service; general requirements for the organization of a psychological service;

Be able to: identify |

					the psychological aspect of the problem in the pedagogical request; correlate the professional and personal qualities of the psychologist to solve professional problems; draw up regulatory documents of the psychologist. **Skills:** conceptual framework of the training course; practical skills in the organization of psychological services in the educational environment. institutions of various types; modern methods of scientific research in the field of education; skills to improve and develop their scientific potential. **Special competence**
5	General and Differential Psychology	5			**To know:** know the age-related features of human development and manifestation, psychobiological basis for the formation of personality uniqueness, features of the influence of society on the formation of personality, features of individual development in connection with the individual's gender, causes and features

			Fundamentals of psychological competence	Personality theory	of the individual's normative and abnormal development, reasons for differences between people depending on their social status and belonging to a particular culture **Be able to:** analyze the features of human behavior in the context of the situation. Fundamentals of psychophysiology **Skills:** apply the skills of diagnosing individual characteristics, assessing compliance with norms, predicting the development of personality and developing recommendations for creating an optimal environment for personal development. **Special competence**
	Fundamentals of psychophysiology	5			**To know:** regularities of mental (psychonerval) activity methods of modern psychophysiology and methods of their application in psychological research, basic approaches to solving problems of

6			Psychological bases of activity	Psychology of intelligence	the relationship between the psyche and the brain, achievements of modern neuroscience in the field of studying the neurobiological foundations of specific mental processes and states **Be able to:** aboutevaluate the adequacy of methods and conditions for teaching and upbringing functional children. opportunities of the child and their impact on the growth and development of children use neurobiology data and compare them with psychological phenomena. **Skills:** use theoretical and practical knowledge in the field of psychophysiology. **Special competence**
7	Self-knowledge and teaching methods self-knowledge	5	Self-discovery	Production and teaching practice	**Purpose of the study:** mastering knowledge of the theoretical foundations of the content and structure of the discipline being studied, as well as forming readiness to master the teaching methodology and its implementation. **Course summary:**

					In the course of studying this discipline, students study self-knowledge as a condition for personal self-realization, the essence of the process of self-knowledge, and the stages of self-knowledge. It gives an idea of self-esteem, the uniqueness of the inner world of a person, methods and ways of their further development. An idea is formed about the main types of religion, the integrity of the world and the interdependence of man, society and nature, social values and humanism. An idea is given about the peculiarities and specifics of the methodology of teaching self-knowledge in educational institutions. **Expected results: To know:** the place and role of the course of self-knowledge as a condition for personal self-realization, the essence of the process of self-knowledge, the stages of self-knowledge; the value of self-esteem, the uniqueness of the inner world of a person, methods and methods of further

					development development; on the main types of religion, on the integrity of the world and human interdependence, imenn.o \H fy ets / s and nature, social values and humanism. **Be able to:** apply a variety of modern teaching methods in self-knowledge classes at school; develop various forms of self-knowledge classes; organize educational work in the classroom, and independent work of students in the classroom and outside of the classroom. **Skills:** skills in choosing innovative methods of teaching a self-knowledge course. **Special competence**
	Methods of active social and psychological training	5	Self-discovery	Production and teaching practice	**Purpose of the study:** The purpose of this discipline is to form systematic ideas about the scientific foundations and technical components of discussions, game methods, trainings, as well as to prepare students for qualified interaction

8					with groups of different types.

Short course description: The content of this discipline examines the concept of methods of active social and psychological training; the history of the development of methods of active social and psychological training; methods of psychological influence; forms the ability to analyze, process and interpret scientific and psychological research

Expected results:

To know: methody active social and psychological training, psychological impact, and requirements to the procedure for creating social support and support programs, based on the specifics of students and the educational environment.

Be able to: Develop social support and support programs based on the specifics of students and the educational environment |

					Skills: Skills application of teaching methods, techniques and technologies in the practical activity of a teacher. **Special competence**
9	History of pedagogy	5	Pedagogical skills and methods of teaching pedagogy	Industrial and pedagogical practice	**To know:** theoretical foundations of the development of pedagogical science from ancient times to the present day, the stages of development of pedagogical science, the pedagogical activity of leading scientists and teachers. **Be able to:** extract the necessary information from sources, highlight the most important and relevant for our time in the pedagogical theories of outstanding teachers, and critically evaluate the reliability of the information received. **Skills:** conduct an analysis of historical retrospectives using materials from past and current sources, develop skills in working with historical and pedagogical literature, and independently evaluate historical and pedagogical ideas.

					General professional competence
10	Formation of pedagogical science in Kazakhstan	5	Pedagogical skills and methods of teaching pedagogy	Industrial and pedagogical practice	**To know:** development history educational science in Kazakhstan; state documents on education. **Be able to:** give an assessment of various events and phenomena in the history of the development of pedagogical science; competently use theoretical knowledge in the practice of modern educational institutions of practical activity. **Skills:** selection, analysis, and interpretation of historical data in pedagogical literature. **General professional competence**
11	History of psychology	5			**Goal studies:** formation of students ' complete system of knowledge about the general laws of psychology development in line with philosophy and natural science, basic categories, fundamental theories, and prospects for the development of psychological science.

| | | | Psychology | Personality theory | **Short cobsession course information:** The study of this discipline contributes to the development oformirovaniyu students have a holistic system of knowledge about the general patterns of development of psychology in line with natural sciences and humanities, basic categories, fundamental theories, and prospects for the development of psychological science. Allows you to perform ato analyze the emergence and development of scientific knowledge about the psyche, to show what they were at different stages of progressive development psychological support sciences.

Expected results:

To know: the specifics and significance of the historical and psychological worldview for understanding the modern scientific picture of the world in the system of human studies; the main schools and |
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					directions existing in the world psychological science; methods of historical and psychological research in the field of psychological science; **Be able to:** apply historical and psychological knowledge in the field of research and practical activities; apply theoretical knowledge in practice. **Skills:** using scientific terminology, the basic conceptual framework, the basis of philosophical knowledge to form a worldview position; applying the obtained theoretical knowledge in their professional practice. **General professional competence**
	Formation of psychological science in Kazakhstan	5				**Purpose of the study:** introduction to the history of the formation and development of psychological science in Kazakhstan. **Course summary:** This discipline introduces the history of the formation and

| 12 | | | | Psychology | Psychology of intelligence | development of psychological science in Kazakhstan; examines the main directions and trends in the development of modern psychological science in Kazakhstan; the development of psychology at various stages of the development of Kazakh society

Expected results:

To know: history of formation and development psychological science in Kazakhstan; main directions and trends in the development of modern psychological science in Kazakhstan; stages of development of psychology at various stages of development of Kazakhstan society.

Be able to: give an assessment of various events and phenomena in the history of the development of psychological science; competently use theoretical knowledge in the practice of modern educational institutions, taking into account the historical aspects of the formation of |
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					psychological science. **Skills:** using scientific terminology, applying the obtained theoretical knowledge in their professional practice. **General professional competence**
13	Information technologies in education	5	Information and communication technologies (in English)	Industrial and pedagogical practice	**Goal:** formation of special information and communication competence in future teachers, understood as the teacher's readiness to ensure the process of studying a specific academic subject by students using information technology (IT) tools. **Content of the academic discipline:** Information processes, informatization of society and education. Technical and technological aspects of implementing information processes in education. Informational educational environment. Electronic educational resources. Multimedia technologies in

					education. Use of communication technologies and their services in education. Use of databases and information systems in education. Legal aspects of the use of information technologies, security and information protection issues **Expected result**: **To know**: modern information technologies used in education; techniques and methods of using IT tools in various types and forms of educational activities. **Atyandex. Metrica:**use modern information technologies in the process of educational activities; evaluate the software and prospects for its use, taking into account the professional tasks being solved. **Skills:** master the techniques of theoretical thinking as a way of mastering reality and practical activities in the field of information technology in education; skills of mastering ways of thinking that meet

					the requirements of culture, in the field of information technology application in education **General professional competence**
14	Digital educational technologies	5		Information and communication technologies (in English)	Industrial and pedagogical practice	**Goal:**Develop skills in using modern information and communication technologies in the following areas: education system **Content:** Trends in the development of modern education. Basic principles of searching, storing, and organizing information. Features of working with visual information. Developing an intelligence map or infographic. Organization of independent work of students in social networks. Features of working together in a digital information environment. Blended learning as an example of modern educational technology. **Expected result**: **3nat:** The essence of the concepts of communication and information

					technologies, digital educational environment, e-learning, types of audiovisual learning tools, features of pedagogical communication in distance learning, modern opportunities for individualization of learning using information technologies
					Atyandex. Metrica: choose information and communication tools for solving educational problems, for designing electronic learning tools, methodically soundly use electronic visual aids in the educational process
					Skills: the ability to create a set of electronic learning tools in accordance with the content of the discipline, the ability to develop electronic learning tools: diagrams, slideshows, infographics, animated images, the ability to select text and visual materials for the development of electronic visual learning tools.
					General professional competence

| 15 | Psychologic al training | 6 | | | | **Purpose of the study:** students ' assimilation of the system of theoretical and empirical knowledge in the field of psychological training.

Course summary: The discipline examines the history of the development of group methods of psychotherapy and practical psychology, modern approaches to the phenomenon of "training", studies psychological training as a method of practical psychology, the main types of training groups, the design and preparation of training groups. Develops the skills necessary for effective communication, as well as the ability to organize and conduct trainings.

Expected results:

To know: the history and theory of the development of training forms of work with clients, the possibilities of their future profession in the field of group impact |

			School Psychological Service	Fundamentals of psychological correction	technology through "training formats", methodological foundations for organizing and implementing psychological training; **Be able to:** effectively interact in a group when solving various tasks of joint activity; freely use verbal and non-verbal means of communication; organize and implement various forms and types of social and psychological trainings in the practice of group work; **Skills:** skills of organizing a training group; basic mechanisms and methods of psychological influence on the individual; basic theoretical concepts of active social and psychological training; basic ideas about the methodology and technology of various types of psychological intervention. **Special competence**
	Group work with	6			**Goal studies:** mastering the

| | | children | | | | theoretical and practical provisions of group forms of work of a psychologist.

Course summary: The study of this discipline examines the theoretical and practical provisions of group forms of work of a psychologist; historical prerequisites for the creation and development of group forms of work with children; group dynamics; methodological approaches to group psychological work.

Expected results:

To know: the history and theory of the development of training forms of work with clients, the possibilities of their future profession in the field of group impact technology through "training formats", methodological foundations for organizing and implementing psychological training;

Be able to: effectively interact in a group when solving various tasks of joint activity; freely use verbal and non- |
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| | | | | Psychological service in education | Technology of education of a practical psychologist | |

16					verbal means of communication; organize and implement various forms and types of social and psychological trainings in the practice of group work; **Skills:** skills of organizing a training group; basic mechanisms and methods of psychological influence on the individual; basic theoretical concepts of active social and psychological training; basic ideas about the methodology and technology of various types of psychological intervention. **Special competence**
17	Ethnopedag ogy	5			**Goal studies:** formation of students ' pedagogical culture and general professional competence on the basis of studying the general foundations of ethnopedagogy in Kazakhstan. **Short cobsession course information**: This discipline forms students ' pedagogical worldview, pedagogical culture and general professional

					competence on the basis of studying the general foundations of ethnopedagogy in Kazakhstan, knowledge about the culture and traditions of ethnic groups of the Republic of Kazakhstan, as well as understanding the main ways, methods, forms and means of introducing materials of ethnopedagogy of ethnic groups of the Republic of Kazakhstan into the practice of educational activities of educational institutions. **Expected result:** **To know** content of means, factors, methods and functions of folk pedagogy and their application in the educational process. **Be able to** Tasks: Critically and creatively comprehend various concepts of folk pedagogy, analyze specific ethnopedagogical material; independently interpret folk pedagogical phenomena; analyze, compare and evaluate progressive traditions of folk education of various ethnic groups; practically use
			Pedagogy	Industrial and pedagogical practice	

					ethnopedagogical knowledge in solving pedagogical problems. **Skills:** demonstration of knowledge and understanding of ethnopedagogical concepts and the role of folk pedagogy in the educational process. **General professional competence**
	Pedagogy of interethnic tolerance formation	5	Pedagogy	Industrial and pedagogical practice	**Goal studies:** formation of interethnic tolerance of young people in the multicultural environment of the university to motivate young people to participate in the process of preserving and developing national and cultural heritage and cross-cultural cooperation of ethnic groups. **Short cobsession course information:** Theoretical foundations of the formation of interethnic youth. Socio-cultural ethno-cultural associations as a means of forming interethnic tolerance of young people. Process modeling formations interethnic youth in the context of ethno-cultural associations.

18					**Expected result** **To know:** Theoretical foundations interethnic tolerance , traditions and customs peoples of Kazakhstanbut in the context of ethno-cultural associations **Be able to:** withinaboutbone thing is to be guided in the ethnopedagogical processes taking place in Kazakhstan and beyond **Skills**: he has a high level of civic consciousness, creative activity and life skills. **General professional competence**
19	Art Therapy	5	School Psychological Service	Fundamentals of individual and group psychotherapy	**Purpose of the study:** students ' acquisition of knowledge of the theoretical foundations of art therapy, develop skills necessary for solving professional tasks, related to the provision of psychological assistance using art therapy methods. **Short cobsession course information:**

		5			In the course of studying this course, students get acquainted with the types and forms of art therapy, features their correctional and therapeutic usego impactI. Theoretical and methodological issues of art therapy, organization of work of a psychologist in educational institutions with the use of art therapy techniques are considered. Skills of applying various techniques of art therapy are formed. **Expected results:** **3nat:** main theories, principles, basic concepts of art therapy; factors of therapeutic impact in art therapy, main art therapy directions **Atyandex. Metrica:** diagnose the client's problems in an art-therapeutic way, build a therapeutic development strategy in working with the client, select methods and techniques of work. **Skill**i: applying various types of psychological techniques in art therapy. **Special competence**
		5			**Goal:** formation of

| 20 | Psychology of suicidal behavior | | Psychological service in education | Psychology of consciousness and self-knowledge | professional competencies in the field of providing psychological assistance in case of suicidal risk.

Course summary: This discipline introduces students to the concepts of suicidal behavior and methods of its prevention; examines the essence of suicidal behavior; characteristics of the main concepts and approaches; the most common forms of suicidal behavior; methods of diagnosis and correction of suicidal behavior and methods of psychological protection.

To know: the concept of "Suicidal behavior" and methods of its prevention; the essence of suicidal behavior; characteristics of the main concepts and approaches; forms of suicidal behavior; methods of diagnosis and correction of suicidal behavior and methods of psychological protection;

Be able to: diagnose the features of suicidal behavior and its causes; find adequate methods of |
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					psychological assistance and psychological support for individuals at risk of suicidal addiction. **Skills:** methods of providing psychological assistance and self-help in critical life situations, with manifestations of behavioral deviations of various etiologies; working with various psychocorrective methods; determining criteria for the effectiveness of correctional work; developing psychocorrective and developmental programs for suicidal addictions. **Special competence**
21	Psychology of extreme situations	4			**Wholeb studies:** students gain in-depth knowledge, skills and abilities in the field of psychological aspects of extreme situations in accordance with modern scientific concepts. **Course summary:** The main goal of the course is to provide students with in-depth knowledge, skills and abilities in

					the field of psychological aspects of extreme situations in accordance with modern scientific concepts. The acquisition of such knowledge and skills is an important condition for a qualified psychologist to solve a wide range of tasks in various situations, provide psychological assistance to victims, reveal the features of the psychological state of people who have fallen into an extreme situation and ways to provide them with psychological assistance. **Expected results:** **To know:** theoretical and practical foundations psychology of extreme situations; knowledge of the basic principles of psychological interventions in extreme situations and an understanding of providing psychological assistance to people with stress-related disorders features of constructive and destructive ways to get out of critical situations. **Be able to:** analyze an extreme situation from the point of
			Psychology	Personality theory	

					view of its structure; determine the type of extreme situation; diagnose the main symptoms of PTSD; determine the type of coping used by a person in a stressful situation; provide psychological assistance to a person in an acute crisis situation. **Skills:** methods of correctional work with the main emotional and behavioral stress reactions, methods of self-analysis of one's own experiences in critical situations, stress prevention. **Special competence**
	Psychology of educational space security	4	Psychology	Psychology of intelligence	**Goal studies:** instill basic knowledge and skills to recognize and evaluate psychologically dangerous and harmful environmental factors for a person, determine ways of psychological protection against them, eliminate negative consequences, provide psychological assistance, counteract risks at an early stage of their manifestation, i.e. mastering the system of preventive

					measures and monitoring skills.
					Course summary: This discipline considers the concept of "educational environment";
					it contributes to the formation of students ' skills to recognize and evaluate psychologically dangerous and harmful environmental factors for a person; to determine ways of psychological protection against them, to eliminate negative consequences, to provide psychological assistance, and to counteract risks at an early stage of their manifestation.
					Expected results:
					To know: theoretical and methodological foundations of educational space security psychology, psychologically dangerous and harmful environmental factors for a person in the field of education; features, specifics and technology of organizing a psychologically safe environment in an educational

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22					institution; **Be able to:** identify ways of psychological protection, eliminate negative consequences, provide psychological assistance, counteract risks at an early stage of manifestation of risk factors in the educational space. **Skills:** possess methods of organizing the security of the educational space; methods of protecting the educational space, self-regulation in the educational space. **Special competence**
23	Social Network pedagogy	5	Pedagogy	Industrial and pedagogical practice	**Goal studies:** mastering the pedagogical aspects of social problems of society for the implementation of the socio-pedagogical component of their professional activities. **Short cobsession course information:** This discipline introduces students to the basics of social pedagogy, its subject, content, principles, factors, stages of the socio-pedagogical process, as well as to the features of social

					development of the individual, the influence of family and upbringing on the socialization of the individual; with the activities of educational institutions in the direction of socialization of the younger generation.
					Expected results:
					To know: theoretical and methodological foundations of social pedagogy, content, principles, tasks, functions of social pedagogy; stages of the socio-pedagogical process, features of social formation of the individual, the influence of family and upbringing on the process of socialization of the individual; as well as the influence of social education on the social development of the individual. educational institutions for the socialization of the younger generation.
					Be able to: comprehend and analytically evaluate the theoretical and applied problems of social and pedagogical practice; independently analyze the materials of primary sources,

					develop and apply methods of social and pedagogical study of various phenomena. **Skills:** practical skills of using theoretical knowledge; skills of applying the acquired knowledge during professional practice, as well as in solving professional problems; **General professional competence**
	Self-determination and professional orientation of students	5	Pedagogy of interethnic tolerance formation	Industrial and pedagogical practice	**Purpose of the study:** Self-determination and professional orientation of students " formation of theoretical, methodological, practical knowledge and skills that allow you to independently build technologies for career guidance work with students of different ages. **Course summary:** This discipline examines the concept of "psychological spaces", the place of self-determination in it; the history of the formation of the professional orientation system; methods for

24					activating professional self-determination of students; practical knowledge and skills that allow you to independently build technologies for career guidance work with students of different ages **Expected results:** **To know:** theoretical and methodological foundations of students 'professional orientation, the concept of "psychological space", the place of self-determination in choosing a future profession; historical aspects of the formation of the professional orientation system; methods for activating students ' professional self-determination. **Be able to:** create professionograms of specialties, build career guidance technologies for students of different ages. **Skills:** skills of proficiency in methods and techniques of career guidance work with students, teachers and parents.

					General professional competence
25	Social Psychology	5	Comparative Psychology	Psychology of communication	**Goal studies:** expanding social and psychological horizons. Deepening students ' social and psychological knowledge. **Short cobsession course information:** This discipline involves familiarization with the basics of the behavior and activities of people included in various social groups, the characteristics of these groups and interpersonal relationships in groups. The course is focused on mastering the methodological problems of social psychology, mastering the methods of socio-psychological diagnostics, finding out the essence of socio-psychological reality. **Expected results:** **To know:** theoretical and practical foundations of social psychology, regularities, specific features of the structure, functioning of the social psyche; ppsychology of communication and interaction in various

					social groups; the concept of a group as a socio-psychological phenomenon. **Be able to:** use socio-psychological concepts; gain experience in social activity and social behavior; be able to apply social and psychological knowledge in practice: determine the psychological climate of the team; identify the role of the manager in the formation of the psychological climate. **Skills**: skills of harmonious communication with people and positive attitude towards people. **General professional competence**
	Social psychology of education	5				**Goal studies:** acquisition of professional competence in the field of scientific and psychological description and analysis of social behavior and interaction of educational subjects. **Course summary:**This discipline examines the theoretical foundations of socio-psychological

		5	Formation of psychological science in Kazakhstan	Psychology of cross-cultural communication	science, the history of social psychology; the content of psychological concepts and experimental data; helps to identify socio-psychological problems in related branches of science and in a specific area of public practice **Expected results:** **To know:** theoretical foundations of socio-psychological science, the history of social psychology, the history of social psychology, the content of the most important psychological concepts and experimental data that these concepts appeal to. **be able to:** identify socio-psychological problems in related branches of science and in a specific area of public practice; analyze information and independently work with literary sources within the framework of socio-psychological problems. **Skills:** methods of effective communication; conflict resolution techniques. **General professional competence**
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27		5	Inclusive	Psychology of	**Goal studies:**

			education	communication	prepare students to work with children with developmental disabilities, both in general education schools and in special educational institutions.
	Defectology and basics of speech therapy				**Course summary:** The content of this discipline considers modern problems and tasks of speech pathology and speech therapy, features of teaching and upbringing of abnormal children in the Republic of Kazakhstan. It reveals the main characteristics of various speech disorders and the principles of correctional work with them. Gives an idea of the causes of abnormal development of children. **Expected results:** **To know:** main categories of defectology; special pedagogy and special psychology; main types of defects and categories of children with developmental disabilities; norms and anomalies in child development; **Be able to:** to diagnose problems

					and anomalies in the child's development; to make psychological and pedagogical characteristics of students with an analysis of difficulties in learning and upbringing; to use methods of correctional work in the organization of psychological and pedagogical interaction with children; **Skills:** skills in organizing training, upbringing, and psychological and pedagogical communication with children with disabilities; skills in using reflection technologies **Special competence**
	Group psychotherapy	5	Inclusive education	Psychology of cross-cultural communication	**Goal studies** introduction of students to the main theories of psychotherapy; teach students to use the main methods, techniques and techniques of targeted psychological impact. **Course summary:** This discipline examines the main theories of psychotherapy;

					interdisciplinary, cross-cultural trends in psychotherapy; psychological foundations of psychotherapy; principles of classification of psychotherapy; neuro-linguistic programming; teaches students to use the main methods, techniques and techniques of targeted psychological impact; **Expected results: Know: Know:** theoretical and practical provisions of group forms of work of a psychologist; historical prerequisites for the creation and development of group forms of work with children and adolescents; methodological approaches to group psychological work, basic concepts and definitions: psychotherapy, mental health, etc.; **Be able to**: apply in practice the best methods of group psychotherapy (NLP, gestalt therapy, body-oriented therapy, etc.), critically evaluate various

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			Inclusive education	Industrial and pedagogical practice	
					psychotherapeutic schools; conduct an ethical analysis of the professional situation; use the concept of the boundaries of professional competence. **Skills:** selection skills adequate methods and techniques of group psychotherapy; use of techniques and methods of psychotherapy work. **Special competence**
29	Medical Psychology	5	Inclusive education	Industrial and pedagogical practice	**Goal studies:** formation of students ' knowledge system for studying mental disorders in children and adults. **Course summary:** The study of the discipline lays the foundations of knowledge and practical skills in clinical psychology, which can be used in the study of a number of disciplines in the specialty. Examines general concepts of mental illnesses, general and specific in the use of psychological research methods in pathopsychology. Techniques and methods for studying perceptual disorders in children and adults are described.

					Expected results: **To know:** the main types of disorders of perceptual, mnestic activity, thinking, personality and working capacity; have the necessary stock of knowledge and ideas about the methods and techniques used in pathopsychological research. **Be able to:** build a pathopsychological research plan; apply basic pathopsychological knowledge in practical work with various (age, social, professional, nosological) population groups. **Skills:** techniques of independent pathopsychological research; basic concepts of the methodology of planning, conducting and processing the results of psychological research in the clinic and in mass media. psychoprophylactic studies of various groups of the healthy population. **Special competence**
	Clinical Psychology	5	Inclusive education	Industrial and pedagogical	**The purpose of the study:** To form ideas

				practice	about fundamental and applied research in the field of clinical psychology, about the possibilities of this science, and its methodology, theoretical foundations and empirical tasks
					Short course description: This discipline examines the theoretical and methodological foundations of clinical psychology; neuropsychology; pathopsychology; fundamentals of psychosomatics; psychology of abnormal development; psychology of deviant behavior; fundamentals of psychological impact in the clinic, as well as psychological support for the diagnostic and therapeutic process.
					Expected results:
					Know: the goals and objectives of clinical psychology; have an idea of its subject, main directions and scope of application of clinical and psychological knowledge; the history of the formation and development of clinical psychology; the principles of

30					work and functions of clinical psychologists; the main types of mental disorders and be able to analyze them. **Be able to:** work with psychological techniques; use professional skills in practice in the field of clinical psychology. **Skills:** techniques of conducting clinical trials; planning, conducting and processing the results of psychological research in the clinic and in mass media. psychoprophylactic studies of various groups of the healthy population. solutions to real-world applied problems that arise in practical practice **activities;** **Special Psychology**
CORE DISCIPLINES					
Optional components (KV)					
1	Comparative Psychology	3	Psychology	Psychology of communication	**Purpose of the study:** is the acquisition of students ' knowledge about the nature of the psyche, the ways of its development and the role in the evolution of living organisms, to establish an objective

					criterion of the psyche.
					Course summary: The discipline forms a deep knowledge of comparative psychology, introduces the psyche of an animal through a psychological analysis of its behavior, the basics of knowledge of the psyche and evolution. It gives an idea of the lower and higher facets of the psyche, ontogenesis and phylogenesis of mental development, patterns and functions of the psyche, innate and acquired forms of behavioral act. **Expected results:** **To know** problems of phylogenesis and ontogenesis of the psyche, зIt is important to know about certain forms of the psyche.- Know about the peculiarities of animal mental manifestations. **Be able to:** learn the animal's psyche through psychological analysis of its behavior; atIt should be emphasized that the psyche is the

| | | | | | result of a general evolutionary process.

Be able to use knowledge in practical professional activities.

Skills basic knowledge of the psyche and evolution; rdistinguish between the lower and higher facets of the psyche; atlink ontogenesis – phylogeny, patterns and functions of the psyche, innate and acquired

Special competence |
|---|---|---|---|---|---|
| | Developmental psychology | 3 | Psychology | Psychology of cross-cultural communication | **Purpose of the study:** preparation of a bachelor's degree with a set of fundamental concepts of developmental psychology.

Course summary: Mastering this discipline contributes to mastering the theoretical and practical foundations of human development psychology; forming an understanding of psychological mechanisms, factors and patterns of age-related changes; determining trends in mental |

					development and parameters that determine its pace and direction.
2					**Expected results: To know:** the history of the formation of psychological knowledge about human mental development throughout his life; the main methodological principles of modern developmental psychology; the main domestic and foreign concepts of content, driving forces, determinants of mental development in ontogenesis; modern approaches of domestic and foreign authors to the periodization of mental development. **Be able to:** analyze the psychological content of age-related developmental stages (infancy, early childhood, preschool and primary school age**,** adolescence, youth, maturity, old age) according to the assessment social situation of development, leading activity, major neoplasms and age-

					related crises; use the theoretical material of the discipline in research activities, as well as in future psychological and pedagogical practice. **Skills:** the conceptual framework used in this course in the analysis of general theoretical problems of developmental psychology. **Special competence**
3	Psychological and pedagogical diagnostics of personality	5	School Psychological Service	Psychology of cross-cultural communication	**Purpose of the study:** provide the necessary theoretical knowledge in the field of psychodiagnostics, as well as contribute to mastering the basic skills of a psychodiagnostic specialist in various areas of social practice, in particular, the practice of teaching and upbringing. **Short ccourse obsession:** In the course of studying this discipline, the classification of psychodiagnostic tools, the technology of creating and adapting tests, the requirements for psychodiagnostic methods and psychodiagnostics are considered. The

					technology of applying psychological and pedagogical diagnostics in various areas of psychological and pedagogical practice is shown. Ethical and professional issues of psychodiagnostics are revealed. **Expected results:** **To know**: scientific and theoretical foundations of psychological and pedagogical diagnostics, requirements for assessing the qualities of psychodiagnostic methods and their most well-known types, criteria for scientific diagnostic methods: validity, reliability, discriminance, representativeness; professional and ethical standards of diagnostic work. **Be able to** Objectives: to choose diagnostic methods according to the research objectives; to use the data of psychological and pedagogical diagnostics; to develop optimal ways of constructing and independently conducting psychological and pedagogical

					diagnostics, taking into account various spheres of social life, quantitative and qualitative analysis and interpretation of the results. **Skills:** by methods follow-up, diagnostic interviews, and the use of standardized techniques. **Special competence**
	Modern methods of scientific research in psychology	5	Psychological service in education	Psychology of cross-cultural communication	**Purpose of the study:** to acquaint students with modern methodological principles and approaches to scientific research, as well as to develop their skills in preparing, writing, designing and presenting scientific papers. **Short ccourse obsession:** This discipline studies the meaning of scientific knowledge, the concept of methodology, research methods; features of the methodology of psychology, modern scientific and psychological research; methodological principles, methods and methods of organizing scientific and psychological research; forms the ability to analyze, process and interpret

4					research. **Expected results:** **To know**: theoretical foundations of the organization of scientific research activities; the importance of scientific knowledge, methodology and research methods of modern scientific and psychological research; **Be able to** Objectives: to analyze trends in modern science, identify promising areas of scientific research; to use experimental and theoretical research methods in professional activities; analyze, process, and interpret psychological research. **Skills:** modern methods of scientific research in the subject area; skills to improve and develop their scientific potential**.** **Special competence**
5	Experimental psychology	6	Psychology	Final state certification	**Purpose of the study:** teach them to conduct experimental psychological research. **Course summary:** This discipline involves

					familiarization with the basics of psychological experiment, methodology and methods of psychological research, forms an idea of experimental psychology as a scientific discipline, reveals the features of experimental communication and ethics.and conducting a psychological experiment. In the course of studying the course, the main requirements for the procedure for conducting a psychological experiment, the main types of planning, types of measurement scales, and correlation studies are considered. **Expected results:** **To know:** theoretical foundations of experimental psychology, specifics of psychological experiment; features of qualitative and quantitative processing of experimental data; reasons for choosing research methods; main types of research in psychology; approaches and organizations of psychological

| | | | | | experiment, criteria for evaluating the validity of research.

Be able to
Objectives: to plan the main stages of experimental psychological research, interpret and present the results of the experiment; to distinguish the levels of research organization (levels of methods and techniques); to identify invariants of research methods in psychology.

Skills: a system of concepts that characterize differences, systems of psychological hypotheses and psychological methods; communicative competence to establish the necessary trusting relationships with research participants; be ready for their independent implementation.

Special competence |
|---|---|---|---|---|---|
| | Psychology Workshop | 6 | Psychology | Final state certification | **Purpose of the study:** the purpose of this course is to familiarize students of psychology with the main methods of psychological science, methods of working with them, |

6					their classification and application features, as well as to master the knowledge and basic skills of scientific study of the psychological laws of experimental work. **This discipline considers only a** summary of the course content:personality as a subject of psychological cognition, temperament as a factor in the development and evolution of individual psychological traits. personality traits, character in the development of the evolution of individual psychological personality traits, role abilities indevelopment and evolution of objective psychological properties of the individual, motivation in development and evolution of subjective psychological properties of the individual **Expected results:**

					To know: theoretical aspects of psychodiagnostics, correction and counseling and methods of applying practical methods in the work of a practical psychologist; age and individual characteristics of the individual; methods of interpretation and analysis of research results. **Be able to**: apply in the practice of the work of a psychologist the skills of conducting psychodiagnostic, correctional work; conduct counseling based on the needs of the patient.; competently analyze the results of the study, formulatet conclusiony and offersl; **Skills:** using this method conducting experimental research, mathematical data processing; professional skills. **Special competence**
7	Fundamentals of psychological correction	3	Psychological training	Fundamentals of individual and group psychotherapy	**Purpose of the study:** prepare a teacher-psychologist with knowledge of the theoretical

					foundations of the development of psychocorrective programs, classical and most promising psychocorrective methods and technologies. **Course summary:** The study of this discipline is aimed at: podgotovku a specialist psychologist who has: knowledge of the theoretical foundations of developing psychocorrection programs, classic and most promising psychocorrection methods and technologies; practical skills in organizing and conducting psychocorrection work, applying psychocorrection techniques and technologies with various categories of clients; professional and personal qualities that contribute to the effective implementation of psychocorrection activities in specialized centers of psychological assistance and rehabilitation. **Expected results: To know:** theoretical

					and methodological foundations of psychological correction, theoretical foundations of the development of psychocorrection programs, classic and most promising psychocorrection methods and technologies for working with different categories of children;
					Be able to: to apply in practice in the organization and carrying out of psychocorrective work methods of psychocorrective influence; psychocorrective techniques and technologies with different categories of clients; competently apply theoretical knowledge in the preparation of psychocorrection programs and in the process of implementing psychocorrection activities; analyze, evaluate, draw conclusions based on the theoretical and methodological principles of psychological correction.
					Skills: skills use of

					knowledge about general specific patterns and individual features of mental and psychophysiological development, features of regulating human behavior and activity at various age stages; application of basic methods and technologies that allow solving problems in correctional work.

Special competence |
| | Technology of education of a practical psychologist | 4 | Fundamentals of psychophysiology | Psychology of consciousness and self-knowledge | **Purpose of the study:** formization is theoretical-

methodological knowledge of technologies, professional skills and abilities,

necessary in the practical activity of a teacher-psychologist.

Course summary: This discipline examines the general concept of practical psychology and technologies of work of a practical psychologist; the organization of a psychological service of education; the model of personality and professional activity of a practical educational psychologist; the organization, |

					planning and methodological support of the professional activity of a school psychologist

Expected results:

To know: theoretical requirements the basics practical psychology, technology of work of a practical psychologist, organization and structure of the psychological service of education;

Be able to: apply theoretical aspects of the work of a practical psychologist in practice; select optimal ways and means for solving certain problems in educational institutions; determine the effectiveness of psychotechnology in professional activities

Skills: rights, obligations and ethical standards; basic technologies of psychological diagnostics, development, psychoprophylaxis, information and correction; methods for evaluating the effectiveness of the use of psychological |
| **8** | | | | | |

					technologies in the practical work of a psychologist. **Special competence**
9	Fundamentals of individual and group psychotherapy	5	Fundamentals of psychological correction	Production and teaching practice	**Purpose of the study:** mastering the theoretical foundations of individual and group psychotherapy, forming readiness for the use of various psychotherapies in the professional activity of a psychologist. **Course summary:** After studying this discipline, students will form ideas about ttheoreticallyh approachah and methodologicallyh principleah psychotherapy work, will master aboutsnovnymi psychotherapeuticallуmi категориуami and conceptsmi. Learn aboutappreciate and understand the "problem" situation client from the position psychofrom the therapeutic method, punderstand the basic patterns of group and family psychotherapy. **Expected results: To know:** Main directions and types of psychotherapy;

					aboutdream psychotherapeutic categories and concepts; ttheoretical approaches and methodological principles of psychotherapy work; cgoals, objectives, and methods of psychotherapy; aboutnew experimental ways to solve key problems of psychotherapy; withabandonment of work algorithms, criteria for evaluating the effectiveness of activities carried out. **Be able to: p**use different types of psychotherapy according to the situation; reat psychotherapy tasks; aboutappreciate, understand the situation of problems related to psychotherapy; punderstand the basic patterns of psychotherapy work; aboutappreciate the effectiveness of the therapist's work. **Skills:** practical skills in working with patients of various categories and ages. **Competencies:** Special competence.

10	Psychology of consciousness and self-knowledge	5	Psychology of security in the educational space	Production and teaching practice	**Purpose of the study:** mastering the principles, approaches and theoretical concepts of psychology consciousness and self-knowledge. Fforming a system of knowledge, skills and abilities that form the basis for the qualification of a psychologist interacting with people as subjects activities. **Course summary:** This discipline is aimed at mastering the principles, approaches and theoretical concepts of the psychology of consciousness and self-knowledge; forming a system of knowledge, skills and abilities that form the basis for the qualification of a psychologist interacting with people as subjects of activity, understanding social values and ideas of humanism. **Expected results: To know:** **3nat:** main properties of consciousness and self-knowledge reasons for identifying the phenomenon of consciousness as an

| | | | | | independent scientific phenomenon; methods and methodology for studying the phenomena of consciousness and self-knowledge in psychology and other sciences.

Be able to: analyze and compare various psychological ideas, schools and areas of psychology of consciousness and self-knowledge.

Skills: possess the basic skills of educational activities; the most important scientific achievements in the field of psychology of consciousness and self-knowledge; the main methods of studying consciousness and self-knowledge;

Special competence |
|---|---|---|---|---|---|
| **11** | Labor psychology | 5 | | | **Purpose of the study:** mastering the principles, approaches and theoretical concepts of labor psychology, engineering psychology and ergonomics, forming a system of knowledge, skills and abilities that form the basis for the qualification of a psychologist interacting with |

			Psychology	Final state certification	people as subjects of labor. **Course summary:** This discipline studies the psychological aspects of work and a person's attitude to work, becoming a professional, motivation and adaptation to work, professional orientation and psychological characteristics revealed in various fields of activity. **To know***:* subject, goals and objectives of labor psychology; history of the formation and development of labor psychology; current problems and trends in the development of modern labor psychology; basic empirical methods of labor psychology; psychological foundations of human functioning as a subject of labor; **Be able to:** effectively use modern methods and techniques of labor psychology in career guidance work, professional advice and professional selection taking into account the professional self-determination of students.

					Skills: proficient in basic methods and techniques of labor psychology in professional counseling, apply knowledge of labor psychology in industrial and pedagogical practice.
					Special Psychology
	Theory and practice of family psychotherapy	5	Psychology	Final state certification	**The purpose of the study:** to introduce students to the main foreign and domestic theoretical concepts and models of family psychotherapy.
					This discipline Course summary: introduces students to the main foreign and domestic theoretical concepts and models of family psychotherapy; theoretical concepts of family psychotherapy; the main provisions of systemic family psychotherapy; promotes the formation of skills in applying family counseling methods in the future professional activity of a psychologist.
					Expected results:
					Know: basic problems, concepts and methods of family psychotherapy.

12					**Be able to:** use the basics of family counseling in the future professional activity of a psychologist; **Skills:** skills of individual, group and family psychotherapy. **Special competence**
13	Personality theory	4	General and Differential Psychology	Final state certification	**Purpose of the study:** formation of students ' holistic view of the classical about the subject, methods and tasks of constructing personality theories, the role of personality theories in the general system of psychological knowledge, the main methodological and

					practical problems of personality theories in foreign and domestic psychology and ways to solve them. **Summary of the course:** The study of this discipline is designed to form students ' knowledge of the main psychological theories and concepts that consider the patterns and mechanisms of personality development, its properties and structure, features of interaction between the individual and society, and the principles of personality formation. It will teach you to navigate the variety of psychological theories that consider the phenomenon of personality. **Expected results:** **To know:** basic concepts of the theoryand the history of the development of personality theory and the main areas of psychology in which they were developed; a clear understanding of the classical author's theories of personality.

					Be able to: analyze individual actions and behavior of a person as a whole from the point of view of various author's approaches to describing the formation, development and functioning of the individual; independently understand the formulation and solution of problems related to the application of a particular theory; effectively work with educational and scientific psychological literature (primary sources). **Skills:** the terminology used to describe the concept of "personality" and its meaning. separate components within different approaches. **Special competence**
	Psychology of intelligence	4	Fundamentals of psychophysiology	Final state certification	**The purpose of the study:** to get acquainted with the methodological foundations of research in the field of intelligence psychology, with the main theories of intelligence, to master methods of working with

					psychometric tools designed to assess intelligence**.**
					Course summary: This discipline examines the main theories of intelligence:general intelligence, primary intelligence abilities, multiple intelligence and three-component theory of intelligence; and also reveals the structure and defines the levels of intelligence, separates the types and types of intelligence.
					Expected results:
					To know: basic theoretical approaches in the field of intelligence research; modern models of the structure of intelligence; modern data on the relationship of intelligence with socio-economic indicators.
14					**Be able to:** analyze sources of information in the field of intelligence research: special literature, databases, reporting; plan and conduct research in the field of intelligence psychology; conduct mathematical analysis of data from

					intelligence research. **Skills:** psychometric intelligence measurement skills; work skills with packages mathematical data analysis programs used in intelligence research. **Special competence**
15	Psychology of communication	4		Psychological and pedagogical diagnostics of personality	Final state certification	**The purpose of the study:** students ' mastery of the system of knowledge about communication, the variety of means, types of communication and interpersonal interaction, their functional purpose; the phenomena of effective and problematic interactions; contributing to the development of communicative competence of a specialist. **Summary of the course:** This discipline forms knowledge about the concept and communication of the self, its form and type of self. The content of the discipline includes:strategies and tactics of communication, means and barriers of communication,

					features of business communication, social and psychological mechanisms of communication, technologies of the negotiation process. Forms the communicative competence of future specialists. **Expected results:** **Know:** goals, functions, types and levels of communication; roles and role expectations in communication; types of social interactions; mechanisms of mutual understanding in communication; communication techniques and techniques, rules of listening, conversation, beliefs; ethical principles of communication; sources, causes, types and methods of conflict resolution. **Be able to:** identify types of communication in situations of interpersonal interaction; analyze the process of interpersonal communication; identify the manifestation of constructive and non-constructive communication strategies; apply

					techniques and techniques of effective communication in professional activities. **Skills:** skills of effective communication, establishing contact with people of different ages and genders. techniques for building a tolerant strategy for group and individual relationships in the team. **Special competence**
	Psychology of cross-cultural communication	4		Modern methods of scientific research in psychology	Final state certification	**The purpose of the study:** to form students ' basic intercultural competence, a holistic view of the main problems, types and forms of intercultural communication **Summary of the course:** This discipline introduces students to the main content and patterns of cultural traditions, cross-cultural communications; the essence and forms of cross-cultural communication; forms the skills of planning the educational process, taking into account cross-cultural differences; communicative competence of future specialists in the field of cross-cultural communication **Expected results:** **Know:** patterns of construction and features of cross-cultural communication; basic concepts and principles

	16					of cross-cultural communication. communication; psychological, cross-cultural aspects communication; the meaning and role of stereotypes and cultural norms in cross-cultural communication. communications; basic theories of cross-cultural communication. **Be able to:** apply knowledge in the field of cross-cultural communication in their professional activities; analyze the processes and trends of the modern socio-cultural environment; navigate theories and approaches of cross-cultural communication **Skills:** skills of theoretical analysis of the main problems of cross-cultural communication; skills of overcoming problems in the process of cross-cultural communication; skills of ensuring effective cross-cultural communication. **Special competence**

Form of study: full-time, 4 years

Year of admission : 2024

№	Name of the discipline	discipline code	number of credits	term
**Basic disciplines**			
	Component of choice 1			
1	1. Fundamentals of psychological competence	OPK221 2	5	3
	2. Psychological bases of activity	POD 2212		
	Component of choice 2			
2	1. School Psychological Service	ShPS 2213	6	3
	2. Psychological service in education	PSO 2213		
	Component of choice 3			
3	1. General and differential Psychology	ODP 2214	5	4
	2. Fundamentals of psychophysiology	OP 2214		
	Optional component 4			
4	1. Self-knowledge and teaching methods self-knowledge	SMPS 2215	5	4
	2. Methods of active social and psychological training	MASPO 2215		
	Optional component 5			
5	1. History of pedagogy	IP 3216	5	5
	2. Formation of pedagogical science in Kazakhstan	SPNK 3216		
	Optional component 6			
6	1. History of Psychology	IP 3217	5	5
	2. Formation of psychological science in Kazakhstan	SPNK 3217		

7	**Optional component 7**		**5**	**5**
	Information technologies in education	ITO 3218		
	Digital educational technologies	COT 3218		
8	**Optional component 8**		**6**	**5**
	1. Psychological training	PT 3219		
	2. Group work with children	GRD 3219		
9	**Optional component 9**		**5**	**6**
	1. Ethnopedagogy	Etn 3220		
	2. Pedagogy of interethnic tolerance formation	PBOP3220		
10	**Optional component 10**		**5**	**6**
	Art Therapy	Art3221		
	2. Psychology of suicidal behavior	PSP 3221		
11	**Optional component 11**		**4**	**6**
	1. Psychology of extreme situations	PES 3222		
	2. Psychology of educational space security	PBOP 3222		
12	**Optional component 12**		**5**	**7**
	1. Social pedagogy	SP 4223		
	2. Self-determination and professional orientation of students	SPOU 4223		
13	**Optional component 13**		**5**	**7**
	1. Social Psychology	SP 4224		
	2. Social psychology of education	SPO 4224		
14	**Optional component 14**		**5**	**7**
	1. Defectology and basics of speech therapy	DOL 4225		
	2. Group psychotherapy	GP 4225		
15	**Optional component 15**			

	1. Medical Psychology	MP 4226	5	7
	2. Clinical Psychology	KP 4226		
Core disciplines				
1	**Component of choice 1**			
	1. Comparative Psychology	SP 2305	3	4
	2. Developmental psychology	PP 2305		
2	**Component of choice 2**			
	1. Psychological and pedagogical diagnostics of personality	PPDL2306	5	4
	2. Modern methods of scientific research in psychology	SMNIP 2306		
3	**Component of choice 3**			
	1. Experimental Psychology	EP 3307	6	5
	2. Psychology Workshop	PP 3307		
4	**Optional component 4**			
	1. Fundamentals of psychological correction	ORC 3308	3	6
	2. Technology of training a practical psychologist	TOPP 3308		
5	**Optional component 5**			
	1. Fundamentals of individual and group psychotherapy	OIGP 4309	5	7
	2. Psychology of consciousness and self-knowledge	PSS 4309		
6	**Optional component 6**			
	1. Labor psychology	RT 4310	5	7
	2. Theory and practice of family psychotherapy	TPSP 4310		
7	**Optional component 7**			
	1. Theory of personality	TL 4311	4	8
	2. Psychology of intelligence	PI 4311		
8	**Optional component 8**			
	1. Psychology of communication	PO 4312	4	8
	2. Psychology of cross-cultural communication	PMK 4312		

list
components of choice for the educational program
6B01101 "Pedagogy and Psychology"

Form of study: full-time on the basis of TVET

Year of admission:
2.7 years old 2024

№	Name of the discipline	discipline code	number of credits	term
	Basic disciplines			
1	**Component of choice 1**			
	1. Fundamentals of psychological competence	OPK2213	5	1
	2. Psychological bases of activity	POD 2213		
2	**Component of choice 2**			
	1. School Psychological Service	ShPSh 2214	6	2
	2. Psychological service in education	PShO 2214		
3	**Component of choice 3**			
	1. General and differential Psychology	ODP 2215	5	2
	2. Fundamentals of psychophysiology	OP 2215		
4	**Optional component 4**			
	1. Self-knowledge and teaching methods self-knowledge	SMPS 2216	5	2
	2. Methods of active social and psychological training	MAShPO 2216		
5	**Optional component 5**			
	1. History of pedagogy	IP 3217	5	3
	2. Formation of pedagogical science in Kazakhstan	SPNK 3217		
6	**Optional component 6**			
	1. History of Psychology	IP 3218	5	3
	2. Formation of psychological science in Kazakhstan	SPNK 3218		
7	**Optional component 7**			
	Information technologies in education	ItO 3219	5	3

	Digital educational technologies	SOT 3219		
8	**Optional component 8**			
	1. Psychological training	PP 3220	6	3
	2. Group work with children	GRD 3220		
9	**Optional component 9**			
	1. Ethnopedagogy	Etn 3221	5	4
	2. Pedagogy of interethnic tolerance formation	PFMT3221		
10	**Optional component 10**			
	Art Therapy	Art3222	5	4
	2. Psychology of suicidal behavior	PSP 3222		
11	**Optional component 11**			
	1. Psychology of extreme situations	PES 3223	4	4
	2. Psychology of educational space security	PVOP 3223		
12	**Optional component 12**			
	1. Social pedagogy	SP 4224	5	5
	2. Self-determination and professional orientation of students	SPOU 4224		
13	**Optional component 13**			
	1. Social Psychology	SP 4225	5	5
	2. Social psychology of education	SPO 4225		
14	**Optional component 14**			
	1. Defectology and basics of speech therapy	DOL 4226	5	5
	2. Group psychotherapy	GP 4226		
15	**Optional component 15**			
	1. Medical Psychology	MP 4227	5	5
	2. Clinical Psychology	KP 4227		
	Core disciplines			
1	**Component of choice 1**			
	1. Comparative Psychology	SP 2306	3	3
	2. Developmental psychology	PP 2306		
2	**Component of choice 2**			

	1. Psychological and pedagogical diagnostics of personality	PPDL2307	5	3
	2. Modern methods of scientific research in psychology	SMNIP 2307		
3	**Component of choice 3**			
	1. Experimental Psychology	EP 3308	6	4
	2. Psychology Workshop	PP 3308		
4	**Optional component 4**			
	1. Fundamentals of psychological correction	ORC 3309	3	4
	2. Technology of training a practical psychologist	TOPP 3309		
5	**Optional component 5**			
	1. Fundamentals of individual and group psychotherapy	OIGP 4310	5	5
	2. Psychology of consciousness and self-knowledge	PSS 4310		
6	**Optional component 6**			
	1. Labor psychology	RC 4311	5	5
	2. Theory and practice of family psychotherapy	TPSP 4311		
7	**Optional component 7**			
	1. Theory of personality	TL 4312	4	6
	2. Psychology of intelligence	PI 4312		
8	**Optional component 8**			
	1. Psychology of communication	PO 4313	4	6
	2. Psychology of cross-cultural communication	PMK 4313		

list
components of choice for the educational program
6B01101 "Pedagogy and Psychology"

Duration of study 2 years Form of study-full-time
on the basis of higher education

Year of admission:
2024

№	Name of the discipline	discipline code	number of credits	term
Basic disciplines				
1	**Component of choice 1**			
	1. Fundamentals of psychological competence	OPK2212	**5**	**1**
	2. Psychological bases of activity	POD 2212		
2	**Component of choice 2**			
	1. School Psychological Service	ShPS 2213	**6**	**1**
	2. Psychological service in education	PSO 2213		
3	**Component of choice 3**			
	1. General and differential Psychology	ODP 2214	**5**	**2**
	2. Fundamentals of psychophysiology	OP 2214		
4	**Optional component 4**			
	1. Self-knowledge and teaching methods self-knowledge	SMPS 2215	**5**	**1**
	2. Methods of active social and psychological training	MASPO 2215		
5	**Optional component 5**			
	1. History of pedagogy	IP 3216	**5**	**1**
	2. Formation of pedagogical science in Kazakhstan	SPNK 3216		
6	**Optional component 6**			
	1. History of Psychology	IP 3217	**5**	**1**
	2. Formation of psychological science in Kazakhstan	SPNK 3217		
7	**Optional component 7**			
	Information technologies in education	ITO 3218	**5**	**3**
	Digital educational technologies	COT 3218		
8	**Optional component 8**			
	1. Psychological training	PT 3219	**6**	**3**

	2. Group work with children	GRD 3219		
9	**Optional component 9**			
	1. Ethnopedagogy	Etn 3220	5	2
	2. Pedagogy of interethnic tolerance formation	PBOP3220		
10	**Optional component 10**			
	Art Therapy	Art3221	5	3
	2. Psychology of suicidal behavior	PSP 3221		
11	**Optional component 11**			
	1. Psychology of extreme situations	PES 3222	4	3
	2. Psychology of educational space security	PBOP 3222		
12	**Optional component 12**			
	1. Social pedagogy	SP 4223	5	3
	2. Self-determination and professional orientation of students	SPOU 4223		
13	**Optional component 13**			
	1. Social Psychology	SP 4224	5	3
	2. Social psychology of education	SPO 4224		
14	**Optional component 14**			
	1. Defectology and basics of speech therapy	DOL 4225	5	4
	2. Group psychotherapy	GP 4225		
15	**Optional component 15**			
	1. Medical Psychology	MP 4226	5	4
	2. Clinical Psychology	KP 4226		
	Core disciplines			
1	**Component of choice 1**			
	1. Comparative Psychology	SP 2305	3	3
	2. Developmental psychology	PP 2305		
2	**Component of choice 2**			
	1. Psychological and pedagogical diagnostics of personality	PPDL2306	5	2
	2. Modern methods of scientific research in psychology	SMNIP 2306		

	Component of choice 3			
3	1. Experimental Psychology	EP 3307	**6**	**3**
	2. Psychology Workshop	PP 3307		
	Optional component 4			
4	1. Fundamentals of psychological correction	ORC 3308	**3**	**4**
	2. Technology of training a practical psychologist	TOPP 3308		
	Optional component 5			
5	1. Fundamentals of individual and group psychotherapy	OIGP 4309	**5**	**4**
	2. Psychology of consciousness and self-knowledge	PSS 4309		
	Optional component 6			
6	1. Labor psychology	RT 4310	**5**	**4**
	2. Theory and practice of family psychotherapy	TPSP 4310		
	Optional component 7			
7	1. Theory of personality	TL 4311	**4**	**4**
	2. Psychology of intelligence	PI 4311		
	Optional component 8			
8	1. Psychology of communication	PO 4312	**4**	**4**
	2. Psychology of cross-cultural communication	PMK 4312		